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ABSTRACT

A study was undertaken to examine the effect of parent tutoring on the reading scores of their children and on their own reading scores. The experimental group was composed of ten children who had just completed first grade and their parents. The control group was composed of ten nontutored children and their parents. All of the children were chosen from those with the lowest reading scores in their classes. Tutoring parents attended three one-hour training sessions where they were taught techniques for tutoring their children. Nontutoring parents also attended training sessions, but were taught math games to play with their children. At the end of the nine-week program, both children and parents were tested for reading improvement. The results showed no significant differences between the reading scores of the tutored and the nontutored children, nor was there a significant difference between the reading scores of tutoring and nontutoring parents. (TJ)

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TUTORING BY PARENTS OF THEIR CHILDREN IN FIRST GRADE

A THESIS

SUBMITTED TO THE FACULTY

OF THE GRADUATE SCHOOL OF EDUCATION

OF

RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

BY

SANDRA E. JACOBOWITZ

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION

NEW BRUNSWICK, NEW JERSEY MAY, 1979

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ABSTRACT

The purpose of the present study was to investigate the effect of parent tutoring on their child's reading score as well as their own reading score using the Wallach and Wallach program of mastery learning.

The following null hypotheses were tested in this study: (1) there is no significant difference between the reading scores of the tutored children and those not tutored and (2) there is no significant difference between the reading scores of the parents who tutored and those parents who did not.

The sample for this study was comprised of 17 students who had just completed first grade from an urban area in New Jersey. The entire first grades were administered the Gates-MacGinitie Reading Test and those with the lowest scores were chosen for participation. Group assignment was made on a random basis. In the tutored group there were five boys and four girls. In the non-tutored group there were three boys and five girls. The parents of the children in the experimental group thus became the tutors and the parents in the control group did not.

Three one hour sessions were given to the tutors in which the study was explained and the parents trained

to use the tutoring program. The parents in the control group also attended three one hour sessions during which time the math games were constructed and directions for their use given.

This study took place during a nine week period in the months of July and August, five days a week for approximately thirty minutes each day. A home visitation took place every two weeks to assess progress or to answer any questions. During the month of September both groups of students and parents were given the Spache Diagnostic Reading Scales which include the word recognition test, reading passages and comprehension questions and the phonic tests.

The Mann-Whitney U test was used to analyze hypotheses one and two. Neither hypothesis showed a significant difference between the two groups for any of the tests given. None of the tests were significant, therefore, the null hypotheses were accepted.

A discussion of the findings was presented, and implications were considered. Recommendations for further research were also presented.

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TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

LIST OF TABLES iv

Chapter

I. THE PROBLEM 1

Background of the Problem 1
Statement of the Problem 2
Importance of the Study 2
Definition of Terms 3
Limitations of the Study 4

II. REVIEW OF THE LITERATURE 5

Definition of Disadvantaged 5
Types of Tutoring 7
Mastery Learning 14

III. METHODS 21

Sample 21
Training Materials Used 22
Selection of Tests 24
Administration of Tests 26
Statistical Treatment 27

IV. FINDINGS AND DISCUSSION 28

Findings 28
Discussion 30

V. SUMMARY AND CONCLUSIONS 37

REFERENCES 39

APPENDIXES 42

LIST OF TABLES

Page

1. Mann-Whitney U Test Results Between Experimental and Control Group of Students . 29

2. Mann-Whitney U Test Results Between Experimental and Control Group of Parents . 31

CHAPTER I

BACKGROUND OF THE PROBLEM

Children from underprivileged environments tend to come to school with a different preparation for the demands of the learning process than do children from middle-class environments. A major concern in education is the reading level of these disadvantaged students. Because of cultural differences, many skills needed for reading have been already learned at home by middle-class children, but in many instances have not been part of the disadvantaged child's background.

Some classroom instruction assumes that some skills are already acquired. There are some students who are unable to keep up or to internalize in first grade the basics needed to begin reading. First grade then, may be the time to provide extra help with the fundamental skills for these children who need such help. If reading skills are not developed appropriately at the beginning stage, frustration and failure may occur and remedial services may be needed at a later point in time to counteract the child's inability to read.

Statement of the Problem

Wallach and Wallach (1976) designed a tutorial program to make children more competent at reading. In a study using their program, Tutorial program for cumulative mastery of basic reading, the Wallachs found "the component skills needed for basic reading competence and that instruction can be capably provided by community adults without professional or educational credentials who receive appropriate training and supervision (p.176)." The authors raised the possibility of parents tutoring their own children with this tutorial program.

The purpose of this study is to investigate the effect of parent tutoring on their child's reading score as well as their own reading score using the Wallach's program.

Hypothesis One

There will be no significant difference between the reading scores of the tutored children and those not tutored.

Hypothesis Two

There will be no significant difference between the reading scores of the parents who tutored and those parents who did not.

Importance of the Study

If it is shown that parent tutoring, does in fact,

increase the child's reading level, then perhaps education might encourage programs of this nature to help the slower children. Parent participation may be an area that could provide schools and the students with an entire tutoring service that may not be realized as of yet by many educators.

Low-income parents have the same goals and aspirations for their children as the more affluent parents do. They lack, however, the economic resources needed to attain these goals. They want their children to do well in school but they do not have the understanding of what they can do to help. The systematic approach of skills in the Wallach's tutorial program may provide the parents with the needed direction.

Definition of Terms

Disadvantaged tutee

Gertrude Noar (1967) gives this definition:

> The children commonly considered disadvantaged are the results of poverty; of chronically unemployed or unemployable fathers; of one-parent homes, frequently mother dominated. They are city slum-dwellers, rural uneducated farmhands, and migrants. They are children of unassimilated lowest social class Negroes, Puerto Ricans, American Indians, Mexican Americans and Caucasians. They are one of every three city children who have too little of everything: too little living space, too little (and poor quality) food and sleep, too little personal attention, too little medical and nursing care when sick and too little correction of defects, too little energy and endurance, too little information about themselves and their world, too little curiousity (why ask when no one answers?), too little success too little self-respect and self-confidence, too little reason to try, too

> little money and clothing too, too little to play with and read, too little happiness (p.3).

Parent tutoring

Parent tutoring is one approach to individualized instruction which defined by Ashlock (1969) is a "term which refers to any type of reading instruction in which each child works on reading material at his own level, progressing at his rate, and in which he receives a certain amount of individual attention from the teacher (p.103)."

Limitations of the Study

A major problem in a really effective parental involvement program would be maintaining consistent involvement of the parents. This involvement may be hampered by the parent's need to go to work; the student's or parent's lack of interest on a given day for tutoring or an inability to have a quiet session for tutoring due to interference by other family members. There is then no foolproof way of monitoring the parents on a day to day basis, however an effort was made to counteract this by collecting the record sheets every two weeks.

CHAPTER II

REVIEW OF THE LITERATURE

The research for this project was separated into three categories. For convenience Chapter II is organized around the following topics: 1 - toward defining the disadvantaged; 2 - the role of the different types of tutoring; and 3 - mastery learning.

Definition of disadvantaged

Many statements are made in an attempt to define the disadvantaged. Passow (1968) states:

> The term disadvantaged is one of a number of labels being pinned to a population suffering from a cultural and economic deprivation that does not attune them to the demands and opportunities of modern life (p.3).

Although reading difficulties are not the cause for a child being disadvantaged, they do become a major factor in his remaining in that category. The development of reading skills opens the way to academic achievement which in turn opens the way for social success.

The disadvantaged child has not seen the advantage of putting effort into work and the advancement that usually follows. The middle-class child on the other hand, has seen the rewards that effort produces. This difference in

culture between advantaged and disadvantaged groups carries over into the schools where the advantaged child realizes the value of academic achievement as opposed to the disadvantaged child who does not see the relevance of school learning. As each year of school goes by, the disadvantaged child suffers further frustration and failure.

One might ask why disadvantaged children are not prepared to meet the demands of school life as well as their peers of another culture. Deutsch (1964) explains the difference in socializing experiences:

> Children from underprivileged environments tend to come to school with a qualitatively different preparation for the demands of both the learning process and the behavioral requirements of the classroom (p.173).

Deutsch further states:

> the lower class child enters the school situation as poorly prepared to produce what the school demands that initial failures are almost inevitable, and the school experience becomes negatively rather than positively reinforced. Thus the child's experience in school does nothing to counteract the invidious influences to which he is exposed to in his slum, and sometimes segrated, neighborhood (p.172).

Thus our greatest efforts should be directed toward the earliest level of schooling and perhaps the home itself.

According to Bloom, Davis and Hess (1965) "studies repeatedly show the home is the single most important influence on the intellectual and emotional development of children particularly in the preschool years (p.69)."

The intellectual and emotional development is hampered by the lack of books, lack of emphasis on reading in the home, the way parents spend their time with the children during the day and the amount of parental interest in learning.

Although parents of disadvantaged children are increasingly becoming interested in seeing their children succeed in school, they do not have the intellectual and economic means to do so. A low cultural level of the parents and environment, and lack of intellectual stimulation in the home provide the groundwork for the theory that the child's reading difficulties are not innate or inherited, but caused. Bloom et al. state that depression of intellectual functioning is caused by a poor environment and the "levels of intellectual functioning have been found to be quite changeable for the culturally deprived and greatly affected by environmental experiences (p.69)."

Types of tutoring

Riessman (1976) concludes that successful programs for the disadvantaged child are built on the strengths and the styles of the children. Three overall designs or approaches stand out that have demonstrated or promise success. (1) The use of contact approaches, (2) the use of children teaching children (or youth tutoring youth) and (3) the use of educational assistants or paraprofessionals from the same background as the inner-city child.

Contacting the child (design 1) involves connecting the child with the knowledge to be acquired. One way to accomplish this is through the child's interests such as the TV programs the child likes, or people he or she admires. A second way is through games, role playing and trips which are especially attractive to the disadvantaged child.

The use of children teaching children (design 2) involves the strategy that the child must play the teaching role because through this role he or she may really learn how to learn.

"The key to learning is individualization, and the use of the student or pupil as a teacher is one way to increase this individualization (Riessman, 1976, p.91)." Individualized tutoring suggests itself as a method for helping the child who needs assistance in reading. This method does not require or demand widescale changes in existing procedures or policies in our present schools.

In the Mobilization for Youth program, Cloward (1967) tried to determine whether students who have not completed high school can serve effectively as tutors. His findings deal with the effects of the tutoring on both the pupils and the high school tutors as well. Tenth and eleventh grade students were employed as tutors for fourth and fifth grade pupils whose reading achievement

was below grade level. The tutors met with their tutees one or two afternoons a week for two hours for a seven month period. The tutees in the study made significant reading gains on the New York Tests of Growth in Reading, Level C, Form 1, provided assistance was given as often as four hours a week for a period of twenty six weeks. In the tutor portion of the study the results showed significant improvement in many of the subsets on the Iowa Silent Reading Tests, Level C, 1959.

Cloward has shown that tutors do not need formal education and reading knowledge in order to be successful. The importance of the study was not only that the pupils were able to make reading gains but that the tutors themselves raised their own reading scores. Children tutoring or helping other children may be one way in which to help both groups with low reading levels.

Hassinger and Via (1969) looked at a tutorial program in Los Angeles called "One to One". In this program high school students were employed as tutors for fourth, fifth and sixth grade students. The high school students had to be two or three years behind in reading and have two or more "D" or "F" grades and poor school attendance. The family's income fell below the poverty line. Dropouts and unemployed high school graduates were also chosen as tutors.

There were two hypotheses for this program: (1) that

the high school students with limited prior success could be instilled with the importance of learning reading skills and (2) that in the time span for the project (one summer) the tutors would make greater measurable progress in reading than that of the tutee. A training period was held for tutors and tutoring time was two hour blocks for a six week period.

The results showed that the mean gain for the tutor group after six weeks was 8 months on the Nelson Denny Reading Test. The tutees were tested on the Stanford Reading Test and the mean gain was 4.6 months.

Allen and Feldman (1973) hypothesized that low-achieving children will learn more when placed in the role of teacher than when spending the same amount of time alone. In this study, fifth graders whose reading scores were at least one year below grade level tutored third graders for a two week period. Using prepared lessons, designed for use in a twenty minute period, fifth graders tutored on one day and studied alone on the following day. The tutees were taught a lesson or studies alone on alternate days. At the conclusion of each twenty minute session both tutors and tutees were given a ten minute objective test on the day's lesson.

At the end of the two week period, tutoring resulted in significantly better performance than studying alone for the fifth grade low achievers. The results for the

third graders (tutees) showed little difference between being tutored or studying alone. With respect to the tutors, these results help support the hypothesis of a low achiever acting as a teacher improving their academic performance. Allen and Feldman (1973) do point out however, that with respect to the tutees the possibility of a detrimental effect may be suggested due to a trend for the tutee to perform worse over time when being taught by the tutors.

McWhorter and Levy (1971) found that the tutor's reading ability improved as much or more than that of the children who were tutored. The tutors were enrolled in the SEEK program and tutored one first, second or third grade child experiencing reading difficulty, for one college semester. The results of the program, suggested by the data, showed an average gain of 2.4 years in instructional level in Semester I and 1.2 years in Semester II for the tutors. This was based on an informal reading inventory. A 7% mean gain on Durkin's Phonic Test for Teachers was also reported. The children tutored showed a gain of 1.1 years for Semester I and 1.1 years in Semester II as well. On the Temple University Word Recognition Test the gains were 1.0 and 1.8 for Semesters I and II respectfully.

The use of educational assistants or paraprofessionals

from the same background as the inner-city child, (design 3) is also successful. The use of paraprofessionals in cooperation with a teacher can bring about an increase in instructional time for the child and also provides the child with another person to relate to, work with and to use as a role model.

The parent can also be used in a paraprofessional role.

> Research pertinent to the social environment of culturally disadvantaged children as it affects achievement motivation implied that continuity between the home environment and the school appears to be a strong influence which affects a child's achievement in school. Thus, involvement of lower class parents in an educational program may develop a better understanding of the school program and aid in lessening the discontinuity between the environment of the school and the home background (Willmon, 1969, p.407).

The Mother-Child Home Program began in 1965 (Levenstein, 1971) with the goal of making the low-income mother the agent of her own child's intellectual growth. The program trained women called "Toy Demonstrators" to go into the home and show the mother how to increase daily verbal interaction with her child. In follow-up studies, the Program children have made cognitive gains (averaging about seventeen IQ points by the end of the two-year program).

Willmon (1969) investigated the effect of parent participation in a Head Start program on student achievement as measured by the Metropolitan Reading Readiness

Test. The students were 485 black children and 56 white children of similar age, family background and environment. The sample was divided into three groups based on their parent's participation and involvement in the program. The groups were active involvement, highly active involvement, no parent involvement or participation in the program. The first hypothesis was that no statistically significant difference would exist between the mean reading readiness score of children whose parents actively participated and those whose parents did not participate.

Hypothesis two was that no statistically significant difference existed on the mean reading readiness score of Head Start children whose parents participated in a highly active manner and those whose parents did not participate.

A significant difference at the .05 level was found between children whose parents participated actively and children whose parents showed no participation. Highly active parental involvement significantly affected achievement as opposed to no parental involvement at the .01 level. It was the conclusion of this study that the involvement of the parents influenced academic motivation. Implications from the study by Willmon (1969) notes that parent involvement in an education program appears to be a factor in future academic motivation and that programs concerned with upgrading student achievement should involve

and educate parents.

Mastery learning

Bloom (1973) states that perhaps over 90% of most students can master what educators have to teach and instruction must be found to do so. Aptitude for learning tasks may be affected by the home environment or learning experiences in the school and home. Bloom sees mastery learning as an answer to overcome differences in children's learning.

Mastery learning is based on educational programs on specific measured objectives for each learner in every learning subject. The outcomes using mastery learning would affect the cognitive and affective domains of learning. The child would have greater achievement academically and therefore would begin to develop a more positive self-concept and perhaps a liking or an interest in the subject matter.

Gartner, Kohler and Riessman (1971) state that the "disadvantaged children require learning programs where each one can begin with tasks appropriate for his background and proceed sequentially to more and more advanced learning, mastering each step as he moves along (p.x)."

A survey of teaching programs using tutoring by Gartner et al. showed evidence of positive results academically. This may be due to a closeness involved by

age, sex, race or background between tutor and tutee. Individualization of attention, explanation and immediate feedback may also be variables effecting tutoring results. Both Ellson, Harris and Barber (1968) and Wallach and Wallach (1976) used a type of mastery learning in their studies on tutorial programs.

Ellson, Harris and Barber (1968) found in their study in 1965 evidence that programmed tutoring was an effective teaching device, especially for those children who have the greatest difficulty in learning to read under normal conditions.

Their later study in 1968 used four groups of first grade children to be tutored through the school year. The tutor group were all female high school graduates (a few with more education), who expressed an interest for children and showed a competence for carrying out assignments. Two groups of children were to receive programmed tutoring, an instructional procedure that tells how the teaching is done and contains specificities about what is taught and the order in which it is presented. The other two groups were to receive directed tutoring, a more traditional form of individualized instruction. In each pair of groups one was given one 15 minute session of tutoring daily and the other two sessions daily. Reading achievement for all groups was measured in January and at the end of the

school year.

Ten tests were administered in pre-test, midyear and post-test periods. The results of the study showed that programmed tutoring was significantly more effective than directed tutoring when given for two fifteen minute periods a day.

The findings of this show that tutoring by non-professionals can make a significant contribution to reading achievement. Directed tutoring had no measured effects on reading achievement and programmed tutoring produced significant improvement when given twice daily but not when given once daily for the same period.

Modeled after the Ellson et al. (1968) studies, Wallach and Wallach developed a tutorial program to be administered by adult nonprofessionals for 30 minutes a day during the school year. There were three parts of the program.

> In Part I the child learns to recognize sounds at the start of words, learns to recognize the shapes of letters, and learns to connect their letter shapes with the sounds. In Part II the child gains skill at recognizing and manipulating the sounds in any position in a word, including their blending, by working with the sounds and letters in short, regularly spelled words. Part III utilized the child's regular classroom reading materials, adapting itself to whatever reading fare the teacher may be using (p.78).

The field experiment used predominantly black and low income first grade children from the South Side of

Chicago. The adult tutors came from the same background as the children. To establish highly comparable groups, for the tutoring and control groups, the Metropolitan Readiness Test, Form B, 1969 was administered.

The evaluation of the program involved three kinds of tests:

> (1) reading of words and sentences based on the vocabularies in the reading texts that were used in the children's classes; (2) reading the words and sentences in a standardized reading achievement test; and (3) tests of the children's knowledge of the sounds that letters stand for and that words start with (p.130).

In order to test Part III of the program tests of word recognition and sentence reading were devised using levels 3 - 6 of the Reading 360 program published by Ginn and the Basic Reading Program, preprimers, primer and first and second readers, published by Harper and Row. To test Part II and Part I the Spache Word Recognition List, Spache Reading Passages and Comprehension Questions Test, and the Spache Consonant Sounds Test was used from the Diagnostic Reading Scales developed by Spache (1963).

The results showed that in all three parts of the program the tutored children performed superior to the control group. The Wallachs concluded from their study that a systematic cumulation of skills is needed to bring about competence in reading and that this kind of instruction can be provided by non-professionals.

Another evaluation of the Wallach's program was conducted during the 1976-77 academic year in the Roanoke Rapids, North Carolina public school system. This study by Dorval, Wallach and Wallach (1978) had an experimental group and three comparison groups. In each group were first grade children scoring at or below the 36th percentile on the national norms for the CTBS "total prereading" battery, level A, form S. The experimental group received approximately 28 weeks of tutoring with the Wallach and Wallach program. Tutoring was conducted by a paraprofessional trained in the use of the program for one half hour every school day. The same-school control group and the different-school control group received no special help in reading during first grade. The reading-aide control group received help during the school year but rather than the Wallach's program, the paraprofessional carried out whatever reading related activities the teacher requested.

The word recognition and reading passages subtests of Spache's Diagnostic Reading Scales (1972) were individually administered at the end of first grade. As typically used, the CTBS, level B, form S was also given at the end of first grade.

The findings indicate that on the Spache word recognition subtest, the median score on the number of

words correct was 39.5 for the experimental group, 18.5 for the different-school control group and 11.0 for the reading-aide control group. Using the Mann-Whitney U test, which is appropriate for skewed distributions, the experimental group was significantly superior to both groups ($p < .001$).

On the Spache reading passages 85% of the experimental group scored at or above grade level while only 39% of the different-school control group and 11% of the reading-aide control group did so. The Mann-Whitney U test shows the experimental group significantly superior to the different-school control group ($p < .02$) and the reading-aide control group ($p < .01$). The total reading score on the CTBS shows the percentile equivalent scores for the experimental group (56 percentile) higher than for the other three control groups (range of 29 to 36 percentile).

These results extend the findings reported in the 1976 study by the Wallachs and again show that the program is successful for low readers and can be applied by para-professionals.

This tutorial program was designed for first graders who were unlikely to learn to read during their first year. The Wallachs suggest that second graders who didn't learn to read in first grade may also be appropriate for the program as well as those kindergartners whose

readiness seems low.

The Wallachs suggest the possibility for parents to tutor their own children with the program. It is the intention of this study to determine the effects of tutoring on non-reading first grade students by their own parents. The reading achievement of the parents (tutors) will also be examined to see if their reading achievement has improved as a result of the tutoring.

CHAPTER III

METHODS

The purpose of this study was twofold: (1) to examine the effect of parent tutoring on the reading scores of the tutored child and (2) to examine the effect of tutoring on the reading scores of the tutors. This chapter includes a description of the sample, instrumentation, selection and administration of the tests and the statistical treatment used for this study.

Sample

The sample for this study was comprised of 20 first grade students and their parents from an urban area in central New Jersey. All students in the first grade were administered the Gates-MacGinitie Reading Test, Primary A, Form 1 in the beginning of June, 1978. The children with the lowest scores were chosen for participation in this study. Group assignment was made on a random basis.

In the tutored group of 10 students there were six boys and four girls. The ages of the students ranged from 6.07 to 7.04. The mean age was 6.7. There were no males and ten females in the group of tutoring parents.

The ages of the parents ranged from 27 to 35 years. The mean age was 28.5 years.

In the non-tutored group there were four boys and six girls. The ages of the students ranged from 6.05 to 7.05. The mean age was 6.4. There were no males and ten females in the group of non-tutoring parents. The ages of the parents ranged from 29 to 36 years. The mean age was 28.5 years.

Training Materials Used

The instrument used in this investigation was the Tutorial Program for Cumulative Mastery of Basic Reading by Wallach and Wallach (1976).

The program consists of a three phase program that can be conducted by nonprofessionals for 30 minutes a day. The child in Part I learns to recognize letter shapes, sounds at the beginning of words and to connect the sounds to the letters. There are 10 steps that are followed with each of the 26 letters. In Part II, the child learns to recognize the sounds in any position of the word. Three steps are used in this phase by applying further the game-pictures, letter-cards and alpha-picture chart used in Part I. Part III consists of nine steps and makes use of the child's regular classroom material. Appendix A presents a summary of the 22 steps.

Three one hour training sessions were held for the 10

parents in the tutoring group in June, 1978. In the course of these sessions the purpose of the study and the tutoring program objectives were stated. During these sessions this investigator went over Part I of the tutor's manual with the tutors and role-played the various activities and routines in Part I with them. The tutors alternately role-played the child and the tutor with each other. Training for Part II and III of the tutor's manual were also conducted in a similar manner.

After the first training session the tutors were asked to move through the steps in Part I for letter "a" with their tutee before the second training session and to bring with them any questions or problems they encountered.

A record keeping chart (Appendix B) was designed for the tutors to check off the progress as they moved through the program. The information gathered included the date of instruction, time of day the instruction was taking place and whether or not the lesson needed repeating. The record sheet was collected at the time of each home visitation of the completed work.

The tutoring took place during a nine week period in the months of July and August, five days a week. A home visitation was conducted on the part of this investigator after the second, fourth, sixth and eighth week to assess

progress.

The 10 parents in the non-tutoring group also attended three one hour training sessions. In the course of these sessions math games were constructed by the parents for use by their child (Appendix C).

The parents in the control group were asked to play with one of these math games with their child for one half hour, five days a week during the same nine week period in July and August as the experimental group.

A record keeping chart (Appendix D) was designed for the parents to check off their activities. A home visitation was conducted after the second, fourth, sixth and eighth week to answer any questions. At this time the record sheet was collected.

Selection of Tests

The tests selected for this study included the Gates-MacGinitie Reading Test, Primary A, Form 1; and the Consonant Sounds Test, the Word Recognition Test and the Reading Passages and Comprehension questions from the Spache Diagnostic Reading Scales (1972).

Gates-MacGinitie Reading Test

The Gates-MacGinitie Reading Tests are a series of tests designed to cover grades one through 12. Each test has an alternate form. Norms were established by administering the tests to a nationwide sample of

approximately 40,000 pupils in 38 communities in January of 1965. Each pupil who participated in the standardization took one form of the reading test designed for his own grade and either another form of the same test or one form of the test designed for the grade just above or below his own. They took the second test in April, 1965. Thus the norms are based on fall and spring test administrations.

In determining the reliability an alternate-form reliability coefficient was obtained. This takes into account variations in a pupil's performance from one day to another and variations in the content of the test from one form to another. The reliability coefficients for the grade one test were .86 for vocabulary and .83 for comprehension.

A "total" reading score was obtained by averaging the vocabulary and comprehension scores.

Diagnostic Reading Scales

The Diagnostic Reading Scales by George D. Spache provide an approach to the diagnosis of reading skills at the elementary level and the retarded reader at the secondary level.

The Word Recognition Test present words to be read aloud by the child. There are three lists, of between 40-50 words each which increase in difficulty. The reliability of this test is .87 to .96. Spache states in

his manual:

> The words used in the Word Recognition Lists orginally came from Durrell's list. Words were selected for their discriminating power and ordered by difficulty and discrimination after test results from at least 100 children at each level in the original tryouts were available. The Word Recognition Lists are used to determine the level at which the reading passages should be introduced (p.32).

The Reading Passages and Comprehension Questions Test are a series of reading selections ordered as to difficulty. The reading passages simulate the type and range of reading material that might be found in normal classroom assignments. Each passage is followed by seven or eight questions. In standardizing the validity the passages were assessed by using an alternate form sample. These were obtained by the test-retest method at an interval of about ten weeks. The reliability is .84.

The Consonant Sounds Test is one of the supplemental phonic tests and grade norms are given.

Administration of Tests

The data for the study were obtained by administering the test instruments to the tutored and non-tutored groups of students as well as their parents during the month of September. Each subject was tested individually and testing time was approximately 45 minutes.

Statistical Treatment

The experimental design used in this study was the post-test only control group design. This design utilizes two groups, one of which experiences the treatment, in this case the tutoring, while the other group does not. No pre-test is given to either group.

Hypothesis one and two were analyzed by using the Mann-Whitney U test.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the analysis of the data for the hypotheses stated in Chapter I. A summary of all the results is included. At the point of collecting the data the population of the sample had changed. One participant from the experimental group and two participants from the control group had been dropped.

Findings

The hypotheses formulated in Chapter I will be restated and the results of testing these hypotheses will be presented.

Hypothesis One

The first hypothesis stated that there will be no significant difference between the reading scores of the tutored children and those not tutored.

Table 1 shows the results of the Mann-Whitney U Test between the experimental and control group of students.

There was no significant difference between the two groups for any of the tests given. Therefore, the null hypothesis was accepted.

TABLE 1

MANN-WHITNEY U TEST RESULTS BETWEEN EXPERIMENTAL AND CONTROL GROUP OF STUDENTS

Test	Experimental U Value (N=9)	Control U Value (N=8)	Significance*
Word Recognition	U=37	U=29	No
Reading Passage	U=41	U=41	No
Phonic Tests #1	U=40	U=32	No
#2	U=40	U=32	No
#3	U=54	U=22	No
#4	U=37	U=35	No
#5	U=42	U=30	No
#6	U=30	U=42	No
#7	U=39	U=33	No
#8	U=42	U=30	No

* A U value below 14 is needed to be significant at the .05 level.

Hypothesis Two

The second hypothesis stated that there will be no significant difference between the reading scores of the parents who tutored and those parents who did not.

Table 2 shows the results of the Mann-Whitney U Test between the experimental and control group of parents.

There was no significant difference between the two groups for any of the tests given. Therefore, the null hypothesis was accepted.

Discussion

There are both similarities and differences between this study and the Wallach and Wallach study (1976).

The similarities would include the sample under study. The Wallachs used predominantly black and low income first grade students from Chicago. The adult tutors came from the same background as the children. In the present study, first grade students from an urban area in New Jersey were used. This group was comprised of all black children from a low income background. The tutors were their parents and therefore also came from a similar background.

The materials used were the same in both studies. In each study the Wallach's tutorial program for cumulative

TABLE 2

MANN-WHITNEY U TEST RESULTS BETWEEN EXPERIMENTAL AND CONTROL GROUP OF PARENTS

Test	Experimental U Value (N=9)	Control U Value (N=8)	Significance*
Word Recognition	U=38.5	U=43.5	No
Reading Passage	U=43	U=40	No
Phonics Test #1	U=36	U=36	No
#2	U=17.5	U=43.5	No
#3	U=31.5	U=32	No
#4	U=32.5	U=33.5	No
#5	U=48.5	U=32.5	No
#6	U=24.5	U=47.5	No
#7	U=31.5	U=32	No
#8	U=31.5	U=32	No

*A U value below 14 is need to be significant at the .05 level.

mastery of basic reading (1976) was followed.

The evaluation of the program at the end of the study were similar. The Diagnostic Reading Scales by Spache (1972) were used.

While this study did use the same tutorial program on a similar sample of students it was by no means a cross validation of the Wallach's study. To establish groups, for the tutoring and control groups, the Wallachs administered the Metropolitan Readiness Test to children beginning their first grade academic year. In the present study the Gates-MacGinitie Reading Test was administered to establish comparable groups at the end of the children's first grade academic year. The difference between the two samples may include such things as failure and frustration on the part of the children who completed their first year of school. For them tutoring may represent negative connotations, their parents and teachers may have already shown their displeasure at their poor reading achievement. The children may have been punished in some way by their parents for not performing well. In some cases the parents may have already stated and accepted that their child will be "slow".

The overall length of time for tutoring was different in the two studies. The Wallachs conducted their study during the children's first grade academic year. In this

study tutoring took place during a nine week period in the months of July and August. The major difference in the two time periods would be the learning rate. In the Guthrie, Seifert and Kline (1978) report, obtained after this study was launched, they state that a "learning rate in reading is a ratio that describes how rapidly the child has acquired reading ability in relation to the months of instructional time he has been given in reading (p.3)."

A study by Cashen and Punfrey (Guthrie et al., 1978) showed that a comparison of their groups "confirm the notion that a longer program may yield more permanent effect than a shorter program (p.5)." One group was given 27 hours and the other group 54 hours of instruction. During remediation the learning rates were the same for the two groups but the post remediation was higher for the group that received more hours of instruction than the other group.

Guthrie et al. (1978) indicates that an analysis of 15 studies about programs for poor readers show that a minimum period of about 50 hours seems necessary to assure long-term gains. Guthrie et al. state that longer programs provide more opportunities to apply their newly acquired skill outside the remedial setting.

If this time requirement applies, then the students in this study did not receive tutoring for a long enough

period of time to produce significant results. As stated before, the Wallachs conducted their study for an academic school year (approximately 30 weeks, 150 hours of instruction) and this study was for a nine week period which provided 22.5 hours of instructional time.

Another difference between the two studies which may have affected the results were the tutors themselves. As pointed out earlier the tutors came from a similar background as the students. In the study by the Wallachs the tutors were community members recommended by principals for three attributes besides knowing how to read. These attributes were "(1) liking and being able to work well with children; (2) responsibility - being conscientious and dependable in fulfilling assigned tasks; and (3) patience (Wallach, 1976)." The four tutors chosen for the Wallach study were all black and were mothers themselves. The number of children in the families of the tutors ranged from three to five. The tutor's ages ranged from the mid-thirties to the mid-fifties.

In this study the sample of tutors was determined by their being a parent of a particular child. As stated previously, the Gates-MacGinitie Test was administered and the parents of the students with the lowest scores were approached to participate in this study. The group of students were randomly assigned to the experimental

or control group. The parents of the children in the experimental group thus became the tutors. The three attributes considered in the Wallach's study was not taken into account for this study as was their willingness to participate in this study. For this study the tutors were all black and ranged in age from 24 years to 39 years of age. The number of children in the families ranged from one to five.

With regard to the tutors themselves in this study they all were responsible people as evidenced by following the program on a daily basis. To what degree the program was followed is an unknown factor and this investigator must take the word of the tutors that they carried out the activities and routines of the program as they were designed.

The other attributes of liking and being able to work with children and have patience are also unknown factors. The conditions under which tutoring took place cannot be known. What can be commented upon is the environment itself. In the study by the Wallachs, tutoring took place in an academic setting, that is, in the school itself. In the case of this study, tutoring took place in the home of the students by their parent. The day's activities preceeding tutoring were not recorded and could have had an effect on the tutoring session as well

as the attitude of both the parent and the child towards one another.

Another difference between the two groups of tutors in the two studies was that in the study by the Wallachs the tutors were paid and in this study they were not. During the time of monitoring this study the parents were encouraged and praised for continuing their work with their children. This was the only "pay" the tutors received.

This study did not produce results consistent with the review of the literature which indicates non-professional people can tutor successfully and produce results. This lack of agreement could have resulted from the short period of time the tutoring took place, the inability or ineffectiveness of the parents to perform as tutors for their own children and the environment in which the tutoring took place.

CHAPTER V

SUMMARY AND CONCLUSIONS

Children from underprivileged environments tend to come to school with a different preparation for the learning process. A major concern in education is the reading level of the disadvantaged students.

Wallach and Wallach (1976) designed a tutorial program to make children more competent in reading. They found that instruction could be carried out by community adults who receive appropriate training and supervision.

The purpose of the present study was to investigate the effect of parent tutoring on their child's reading score as well as their own reading score using the Wallach's program.

This study found no significant difference between the reading scores of the tutored children and those not tutored. Hypothesis one was accepted. There was also no significant difference between the reading scores of the parents who tutored and those parents who did not. Hypothesis two was accepted.

Some suggestions for further research along this same theory should include a more detailed and greater

understanding of what is needed and what is truly happening in the relationship between the tutor and tutee. Further detailing needs to take place on the immediate environment in which the tutoring takes place. What kind of interaction existed between the tutor and tutee prior to instruction? Was it positive or negative with regard to creating a good atmosphere for learning? A closer or more detailed supervision of the tutors is also needed.

The formal school atmosphere versus the home environment for learning may be another issue to include for further studies as well as the issue of time. The length of instructional time needed to produce results should also be a consideration.

These factors should be further researched before further studies are conducted in a similar manner.

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APPENDIXES

		Page
Appendix A.	A Summary of the 22 Steps in the Wallach's Tutorial Program	43
Appendix B.	Record Keeping Chart for Experimental Group	46
Appendix C.	Math Games for Control Group	48
Appendix D.	Record Keeping Chart for Control Group	50
Appendix E.	Raw Scores of the Students on the Spache Diagnostic Scales	51
Appendix F.	Raw Scores of the Parents on the Spache Diagnostic Scales	52

APPENDIX A

A SUMMARY OF THE 22 STEPS IN THE WALLACH'S TUTORIAL PROGRAM

Summary of Part I

Start with the letter a and go through Steps 1-5. Then go through Steps 1-10 for b,c,d,e,f,g,h,i,j,k,l,m,n, o,p,q,r,s,t,u,v,w,x,y,z.

Steps

1. Read the tongue-twister sentence. Then say each word that starts with the sound you are on, first normally and then with a pause after the starting sound. Have the child repeat these ways of saying each word.
2. Show the child two game-pictures, one that has a name starting with the sound you are on and one that doesn't. Have the child name the pictures and pick the one that starts with the sound you are on. Continue until he has picked the correct one seven times in a row.
3. Showing the child one game-picture at a time, have him name it and say whether or not it starts with the sound you are on. Continue until he has said this correctly seven times in a row.
4. Explain the alpha-picture and have the child trace the letter, practicing until he can do it fairly well.
5. Go over the alpha-picture again and have the child draw the letter without the dotted outlines. If necessary, go back and forth between tracing and drawing, but don't spend more than a half hour on Steps 4 and 5 together.
6. Put the letter-drawing sheets in front of the child and have him say the sounds. Then, giving the child one game-picture at a time, have him say the sound its name starts with and place it on the alpha-picture for that sound. Continue until he has placed seven game-pictures in a row on the right alpha-pictures.
7. Like 6, but now you say words instead of giving the child game-pictures.
8. Like 6, but now use letters instead of letter-drawing sheets with alpha-pictures.
9. Like 7, but again using letters instead of letter-drawing sheets with alpha-pictures.
10. Have the child say the sound and give a word starting with that sound for each letter of the alphabet up to and including the one you are on. Do the same thing once more with all the letters for which he needed help on either the sound or the word (Wallach & Wallach, 1976, p.48-49).

APPENDIX A--Continued

Summary of Part II

Go through all the sets of pictures for Step 1, working with each set until the child has identified all three pictures in the set from the separate sounds alone.

Then go to Step 2 and do (a), (b), and (c) with each set in succession. Finally, go to Step 3 and do (a), (b), and (c) with each set in succession. In Step 2 game pictures are used and in Step 3 only words, but (a), (b), and (c) are essentially the same:

(a) You build words with the child. Each of the three words in a set is to get built once.

(b) You build words for the child to read. Keep doing this with the three names in the set until the child has read each one correctly without help.

(c) The child builds words. Each word should get built once (Wallach & Wallach, 1976, p.61).

Summary of Part III

On the first session, begin with the first page of the story in which the child misses his third word. Write down that page number. Start with Step 1 and continue as far as you get. Keep the slips for words the child missed for the next session.

On all succeeding sessions, start by going over the missed words you kept the session before. Put them aside after the child gets them all right twice in a row, to be discarded if you don't need them again before the end of that session.

Then go over the set of word-cards for the stody before the one on which you started the steps in the last session, until the child gets them all right twice in a row. Then go over the set of word-cards for the next story, and the next, if there is one, continuing up to the page on which you are to start the steps this time. Then start with Step 1 for that page.

Steps

1. Go over the word-cards for the page, until all are right twice in a row.
2. Have the child read the page, writing down words he misses.
3. Go over the missed words for the page, until all are right twice in a row.
4. Go over the word-cards for the page again, until all are right twice in a row.

APPENDIX A--Continued

5. Repeat Step 2 (reading), Step 3 (going over missed words), and Step 4 (going over word-cards), as necessary, until the reading is fairly smooth and easy, and no more than two different words are missed in Step 2. Then do Step 3 and Step 4 once more.
6. Follow Steps 1-5 for the rest of the pages of the story, including some of the slips and cards from earlier pages where appropriate.
7. Go over all the words missed in this session in the entire story, until all are right twice in a row.
8. Go over the word-cards for the entire stody, until all are right twice in a row.
9. Repeat 2-8 as necessary, until the reading is easy and the child misses no more than about seven different words in the story. Then after finishing the steps through Step 8, go on to Step 1 for the first page of the next story.

At the end of each session, put the slips for all the words missed in this session into the child's envelope, and write down the page on which to start next time.

At the end of each week, go over the word-cards for each of the last five stories again. Go over each story's set until all are right twice in a row (Wallach & Wallach, 1976, p.73-74).

APPENDIX B

RECORD KEEPING CHART FOR EXPERIMENTAL GROUP

Record Sheet

	Date	time spent	time of day	lesson repeated
a		min.	a.m./p.m.	yes - no
b		min.	a.m./p.m.	yes - no
c		min.	a.m./p.m.	yes - no
d		min.	a.m./p.m.	yes - no
e		min.	a.m./p.m.	yes - no
f		min.	a.m./p.m.	yes - no
g		min.	a.m./p.m.	yes - no
h		min.	a.m./p.m.	yes - no
i		min.	a.m./p.m.	yes - no
j		min.	a.m./p.m.	yes - no
k		min.	a.m./p.m.	yes - no
l		min.	a.m./p.m.	yes - no
m		min.	a.m./p.m.	yes - no
n		min.	a.m./p.m.	yes - no
o		min.	a.m./p.m.	yes - no
p		min.	a.m./p.m.	yes - no
q		min.	a.m./p.m.	yes - no
r		min.	a.m./p.m.	yes - no
s		min.	a.m./p.m.	yes - no

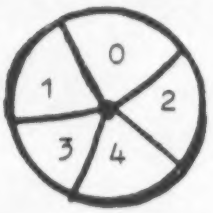
APPENDIX B--Continued

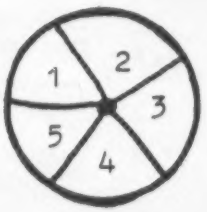
	Date	time spent	time of day	lesson repeated
t		min.	a.m./p.m.	yes - no
u		min.	a.m./p.m.	yes - no
v		min.	a.m./p.m.	yes - no
w		min.	a.m./p.m.	yes - no
x		min.	a.m./p.m.	yes - no
y		min.	a.m./p.m.	yes - no
z		min.	a.m./p.m.	yes - no

APPENDIX C

MATH GAMES FOR CONTROL GROUP

Math Game #1 - Two Wheel Addition

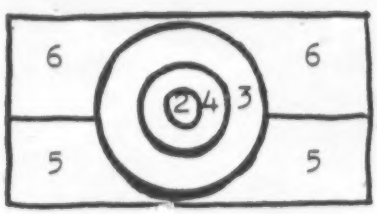




$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

Directions:
(1) Make two spinners out of cardboard.
(2) Divide each spinner into five parts and place numbers in each part.
(3) As the child spins, write the addition problem and complete.

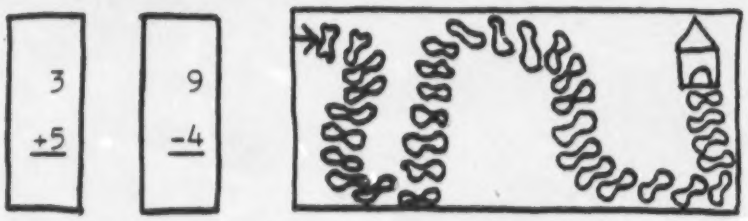
Math Game #2 - Bean Bag Toss (Subtraction)



Directions:
(1) Divide a large piece of cardboard as shown above.
(2) Place cardboard on floor.
(3) Child throws two bean bags.
(4) Child should write down the numbers in a number sentence subtracting the smaller one from the larger.

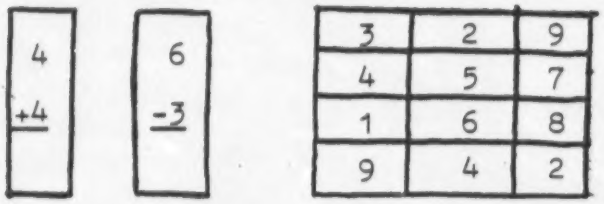
APPENDIX C--Continued

Math Game #3 - Dog House



Directions:
(1) Make a gameboard as shown above.
(2) Make flash cards for addition and subtraction facts up to ten.
(3) Child turns card over and moves ahead the correct number of spaces.
(4) First one to reach the doghouse is the winner.
(5) In case of an error, move back one space.

Math Game #4 - Flash Card Bingo



Directions:
(1) Make flash cards for addition and subtraction facts up to ten.
(2) Make a gameboard as shown above.
(3) Turn over flash card and cover up the answer on the gameboard.
(4) The winner is the first person with a row going down covered.

APPENDIX D

RECORD KEEPING CHART FOR CONTROL GROUP

Record Sheet

date	name of game	time spent	time of day
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.
		min.	a.m./p.m.

APPENDIX E

RAW SCORES OF THE STUDENTS ON THE SPACHE DIAGNOSTIC SCALES

Student	Word Recognition	Reading Passage	1	2	3	4	5	6	7	8
01*	1	1.6	10	0	2	0	0	13	7	30
02*	7	1.6	10	0	5	3	0	22	1	30
03*	67	1.8	21	2	7	9	4	22	5	30
04*	6	1.6	9	0	3	1	0	20	0	29
05*	24	1.8	19	1	11	9	4	24	6	30
06*	44	1.8	21	3	12	10	5	23	4	30
07*	56	1.8	21	3	12	9	4	22	5	30
08*	33	1.6	18	1	9	5	2	14	3	30
09*	18	1.6	20	0	8	2	0	12	0	30
10	25	1.6	17	0	5	6	2	21	2	30
11	16	1.6	20	0	5	5	2	22	3	28
12	26	1.8	21	2	6	7	1	24	3	30
13	35	1.6	18	2	7	11	2	23	5	30
14	3	1.6	10	0	3	0	0	15	0	30
15	51	1.8	21	3	11	11	4	25	6	30
16	5	1.6	12	0	2	1	0	16	0	30
17	3	1.6	7	0	1	0	0	13	0	28

*Students received tutoring.

APPENDIX F

RAW SCORES OF THE PARENTS ON THE SPACHE DIAGNOSTIC SCALES

Parent	Word Recognition	Reading Passage	1	2	3	4	5	6	7	8
01*	80	5.5	21	3	15	29	7	20	10	30
02*	85	5.5	21	4	15	33	9	23	10	30
03*	89	6.5	21	5	15	28	10	23	10	30
04*	78	5.5	21	5	15	20	10	23	10	30
05*	106	7.5	21	5	15	24	10	21	10	30
06*	130	7.5	21	5	15	31	9	26	10	30
07*	114	7.5	21	4	15	33	10	25	10	30
08*	110	7.5	21	5	15	33	9	26	10	30
09*	101	7.5	21	5	15	33	10	21	10	30
10	130	6.5	21	5	15	30	8	26	10	30
11	127	6.5	21	5	15	33	10	26	10	30
12	84	7.5	21	5	15	33	10	20	10	30
13	79	7.5	21	5	15	29	9	22	10	30
14	117	7.5	21	4	15	30	10	24	10	30
15	124	7.5	21	3	15	30	8	25	10	30
16	120	7.5	21	5	15	29	10	24	10	30
17	68	5.5	21	5	15	28	10	26	10	30

*Parents who did the tutoring.